

## Abstracts

**The Hawthorne Effects in Educational Research.** Desmond L. Cook. *Phi Delta Kappan*, XLIV (December, 1962), 116-122. Available from Business Manager, Phi Delta Kappan, Eighth St. and Union Ave., Bloomington, Indiana. Single copy 50 cents.

The Hawthorne effect refers to the influence that involving people as subjects or respondents may have on the outcome of research. This effect was identified in a series of studies dealing with changes in levels of production associated with changes in working conditions.

This article attempts to answer three questions: (1) What is the Hawthorne effect? (2) What are its implications for educational research? (3) What methods have been advanced to control the effects of research procedures? The discussion deals with problems encountered in the use of control groups. The ideas have potentially broader application. An understanding of this effect is important to those conducting, interpreting, or attempting to apply evaluation and research findings that involve opinions or people's reactions—regardless of how formal or informal a study.

**How Adults Learn.** J. R. Kidd. 1959. 324 pp. Available from Association Press, 291 Broadway, New York 7, N.Y. \$4.75.

On the premise that adults are, or can be, effective learners, the author presents what he calls a *guidebook*, not a textbook, for the practitioner, including Agricultural Extension agents, counselors, librarians, program directors in social agencies, and others. The book is designed to "assist in inquiry by practitioners in adult education leading to the organization of a body of theory and experience to guide their practice." Attention is given to (1) the learner himself—physical changes, intellectual development, and the role of motives and emotions in learning; (2) simulations to help in understanding the learner and learning; (3) field of practice and methods where principles are being applied; (4) teaching-learning transaction (planning the curriculum, establishing the learning situation, and evaluating); and (5) the role of the teacher (change agent) in the learning transaction. For each chapter, additional suggested readings are given.

**Are Young Adults Educationally Neglected?** Andrew Hendrickson. *Adult Leadership*, XI (January, 1963), 205-206. Available from Adult Education Association of the USA, 743 N. Wabash Ave., Chicago 11, Ill. \$5.00 per year, domestic.

This article is an abbreviated report of a study conducted in Columbus, Ohio, to determine (1) if the 18 plus age is educationally underserved, (2) if needs of the group could be specified clearly enough to be of concrete assistance to youth-serving agencies, and (3) if needs in areas of vocations, marriage, and citizenship would stand out more sharply than other needs. It is reported that areas of vocations, marriage, and citizenship did not stand out sharply as was assumed. But findings clearly indicate that this group is underserved. Sex and marital status appeared to have greatest influence on the kinds of activities that are favored by this group. For anyone engaged in or concerned with work with this age group, whether rural or urban, this effort to look specifically at and analyze interests and needs deserves scrutiny.

The Changing Society and Its Challenges. Helen G. Hurd. *Journal of Home Economics*, LV (February, 1963), 85-89. Available from American Home Economics Association, 1600 Twentieth Street, N.W., Washington 9, D.C. Single copy \$1.00.

It behooves educators, the author maintains, to find the emerging virtues of the urban industrial society and build programs on them. This may mean new, bold, and dynamic personnel and programs. To emphasize the basis for such contentions the author explores some of the deeper meanings of changes occurring in our rapidly increasing, affluent society and the dilemmas they pose.

A criteria of urbanism is suggested as a basis for judging whether people behave differently in an urban situation. It is suggested that a community becomes more urbanized (1) as it is able to support an increasing proportion of its population in nonmaintenance pursuits, (2) as it increasingly separates public from private, (3) and with the functional amalgamation of culturally diverse groups in economic and cultural pursuits. Some thought-provoking questions are raised in relation to the work of home economists with adults and young people.

Teen-Agers and Their Crowd. James S. Coleman. *PTA Magazine*, LVII (March, 1962), 4-7. Available from The National Parent-Teacher, 700 North Rush Street, Chicago 11, Ill. Single copy 25 cents.

This is one in the 1961-62 "study program on adolescence" of *PTA Magazine*. Based on a study of adolescent subculture, the author deals with who and what hold top place on the teen-age totem pole and the possible consequences. Considerable variation was found in the value placed on scholarship. More interest in learning was not demonstrated in communities of better educated parents, better equipped schools, and better trained teachers as might be expected.

The author recommends that, to capture energies of adolescents and pull them toward educational goals, real scholarship must be made active and exciting, incorporating activities that can be solicited on a voluntary basis, permitting responsible creative activity and at the same time re-

...ing scholastic skills. He comments that "for urban children there has never been any activity comparable with 4-H Clubs for farm children. As a consequence, city youth miss this opportunity for autonomy and responsibility."

*Five Ways to Stunt Your Subordinates' Growth.* John R. Quinn. *Personnel*, XL (January/February, 1963), 44-48. Available from Personnel Magazine, American Management Association, Inc., 1515 Broadway, New York 36, N.Y. Single copy \$1.75.

When a man is new on the job it is appropriate that his supervisor has a lot to say about what he does and how he does it. But eventually he should know more about the job than the supervisor. The author of this article maintains that the extent to which a supervisor can encourage the growth of a subordinate may determine the extent to which the supervisor's influence is positive or negative.

Failure to agree on what is important in the man's job is a certain roadblock. Lack of confidence in the subordinate's ability and placing undue emphasis on personal loyalty rather than competence (especially when "loyalty" becomes equated with unquestionable agreement with objectives, strategy, and tactics) are also suggested as possible negative influences. Anyone who must supervise the work of others should be cognizant of the possibilities outlined in this article for having negative influence on those supervised.

*Leadership for Action in Rural Communities.* Burton W. Krietlow, E. W. Aiton, and Andrew P. Torrence. 1960. 346 pp. Available from The Interstate Printers and Publishers, Inc., Danville, Ill., \$5.00.

As stated by the authors, the purpose of this book is to develop an understanding of how three factors interact with and about an individual leader to help him grow and mature in our rural society. The three factors are identified as (1) our inheritance, (2) our relationship with other people, and (3) our environment. In this book more attention is directed to the second and third factors. Treatment of the subject is based on the assumption that an individual's leadership ability can be improved and that there is a desire to improve. Contents are organized into four parts: (1) the setting for leadership and action, (2) principles and practices of leadership, (3) programs of action, and (4) the leader, the community, and the action. Part three contains specific case studies illustrating examples of successes and failures of leaders at work in their own setting. The book is designed primarily for volunteer local leaders but its usefulness is not restricted to them.

*Man and His Work.* Eli Ginzberg. *California Management Review*, V (Winter, 1962), 21-28. Available from Periodicals Department, University of California Press, Berkeley 4, California. Single copy \$2.00.

This article presents highlights of conclusions drawn from efforts at Columbia University to study man's relationship to his work and how

human resources can be best utilized. Findings are discussed in three areas: work from the point of view of society, of the employer, and of the individual. It is maintained that how people think about work and what they consider to be important goals in life will determine the extent to which their country develops—people's values, attitudes, and general orientation determine a country's economic development.

Opportunity for expression through work is considered the best tie between human beings and reality. Considering the contention that adjustment potential should take into account the individual's compulsion to perform, this review of research findings could shed considerable light on the opportunities inherent in present program emphasis on underdevelopment or economically disadvantaged areas of the country, with application to work with adults and youth.

Role Consensus and Satisfaction of Extension Advisory Committee Members. Bond L. Bible and Emory J. Brown. *Rural Sociology*, XXVIII (March, 1963), 81-90. Available from Howard M. Saam, Secretary-Treasurer, Rural Sociological Society, Department of Rural Sociology, South Dakota State College, Brookings, South Dakota. \$8.00 per year.

This paper reports on a study concerned with "perceptions of role expectations and role performances of advisory committee members in the county Extension organization." It deals with what agents and advisory committee members perceive regarding (1) what is expected of the advisory committee member, (2) the division of labor between agents and advisory committee members, and (3) how advisory committee members perform. These factors are related to a measure of satisfaction of committee members and agents. Agents and advisory committee members from two counties in each of four Extension districts in Pennsylvania were included in the study.

Training Teachers of Adults. John R. Craddock. *Adult Leadership*, XI (March, 1963), 268 and 282.

The author contends that teachers of adults are "as much concerned with problems involving the organizing and teaching of subject matter as they are with the subject or deciding what areas of the subject to teach." His treatment of the subject is based on a study of problems which part-time instructors faced in organizing and conducting adult farmer classes. It is reported that such teachers were more concerned with conducting worthwhile learning activities than planning them. Determining the amount of subject matter, organizing content, and conducting the program are discussed.

Such a discussion can have application to training volunteers who are to teach others as well as to professional teachers. Extension personnel involved in training volunteer leaders to teach may find some guidance in this article.

aging Farmers and Agricultural Policy. Marion Clawson, *Journal of Farm Economics*, XLV (February, 1963), 13-30. Available from C. Del Mar Kearl, Department of Agricultural Economics, Cornell University, Ithaca, N.Y. Single copy \$2.00.

The purpose of this article, according to the author, is to explore the aging farm operators and to suggest policy implications inherent in the aging. Farm operators who exercise the entrepreneurial function in farming are described as a critical factor in agriculture. It is suggested that farm policy "should be concerned primarily with the welfare of farm people and adapted to their needs."

The meanings of his analysis to agricultural policy are suggested in terms of (1) the profound changes in the age component of the human element in agriculture, (2) the refusal to enter agriculture when prospects are not good rather than withdrawing once committed, (3) the unrealistic expectations for drastic early changes in farm numbers or farm labor force, (4) the problem of adjustment of farm members to economic opportunity in agriculture, and (5) the need to pay more attention to who the people are who leave agriculture rather than mere numbers.

*Increasing Understanding of Public Problems and Policies*, 1962. 140 pp. Available in each country and state Extension office and from Farm Foundation, 600 S. Michigan Ave., Chicago 5, Ill.

This is the report of the twelfth annual conference on public affairs which is designed to "increase the competence of Extension workers in dealing with the complex and multiple aspects of agricultural policy issues." This and previous reports provide much information for Extension specialists and agents as they help plan and carry out programs which often involve wide differences of opinions among teachers and audience.

This report contains condensations of papers on a wide range of subjects and method of handling topics which often puzzle and frustrate Extension workers. Topics are presented under four broad headings: (1) foreign policy alternatives, (2) agricultural policy issues, (3) educational policies and methods, and (4) state and local taxation policies. This publication provides a concise, easily read, and readily understood selection of articles dealing with current problems in public affairs. Emphasis is on ideas rather than "ready to use" formulae.